

Thomlinson Junior School



'LEARNING THROUGH EXPERIENCE AND ADVENTURE'

Music Policy 2024/2025

Contents

1. Statement of Intent	3
2. Music at Thomlinson Junior School.....	4
3. Teaching and Learning	6
4. Inclusion	7
5. Legal Framework	8
6. Roles and Responsibilities.....	8
7. Curriculum	9
9. Feedback and assessment	11
10. Resources	11
11. Monitoring and Evaluation.....	11
12. Health and Safety	12

1. Statement of Intent

Curriculum Intent

Our well designed, ambitious curriculum places our pupils at its centre and we aim to deliver a curriculum that truly meets the needs of our children. All children have access to a rich, broad, exciting and balanced curriculum which enables each individual to develop emotionally, socially and intellectually.

We aim to offer a primary curriculum that not only inspires learning but develops skills, knowledge and understanding to successfully equip children for later life. At Thomlinson Junior School our school vision and values permeate all areas of school life and underpin all learning. Along with striving for high academic standards, we place great emphasis on inclusion and the nurturing of well-rounded children. Our curriculum is crammed with opportunities to promote pupils' personal development to ensure we have happy children who are ready to engage and access learning.

Curriculum Implementation

At the heart of our curriculum are our core subjects of English, Maths, Science and PSHE. We also truly value our wider curriculum, covering all other National Curriculum subjects. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively as they move through the school. Learning across the curriculum is sequential and each subject area has a clear rationale behind its design.

We are fully committed to providing our children with a wide and rich range of learning experiences beyond the classroom. Our classroom learning is routinely enhanced by interesting and exciting experiences including field studies, visits, workshops, trips and a range of residential locally and nationally!

At Thomlinson Junior School we are proud of the reputation of our inclusive school environment. Teachers and Teaching Assistants set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there

are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

Curriculum Impact

It is important to us that our children achieve excellence not only in the core subjects, but in every curriculum subject. We have lots of ways of measuring and celebrating success across the curriculum, as well as ensuring that children know what they need to do to progress.

We ensure that we maintain a broad and balanced curriculum in the following ways:

- Experienced Subject Leaders for every subject.
- Every subject included in our School Development Plan and Monitoring Schedule - meaning that standards and attainment in every subject are always being checked and improved.
- Accountability to Governance for every subject - all subjects have a nominated governor, who leaders update regularly. It's the job of the governors to ask us challenging questions about how to make our school even better!
- Termly Pupil Progress Meetings.
- Communication with parents about all strands of the curriculum.
- To ultimately learn through experiences and adventures.

2. Music at Thomlinson Junior School

This policy sets out Thomlinson Junior School's aims and strategies for the successful delivery of Music. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Music Leader (Mrs Maxwell) in consultation with the Mrs Teasdale (Music Makers), SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on

government recommended/statutory programmes of study. This policy is reviewed, at minimum, at the start of every academic cycle.

Teaching and Learning

At Thomlinson Junior School we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

We explore music through the inter-related dimensions of music: performing, listening, composing and the history of music. Teaching focuses on developing the children's ability to sing in tune and with other people, maintaining a melody and rhythm. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music.

We expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Pupils are taught musical notation and how to compose music. Within each music session there will be the following elements:

A recap or introduction starter which addresses prior learning and a physical warm-up using the voice and body. It could also include attention grabbing starters that introduce the children to the theme of the music unit.

The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.

The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
 - Setting tasks of increasing difficulty (not all children complete all tasks);
 - Grouping children by ability in the room and setting different tasks to each ability group;
 - Providing resources depending on the ability of the child;
 - Using classroom assistants to support the work of individuals or groups of children
- Key skills are taught through bi-weekly sessions and through the exploration of new music from all around the world.

3. Inclusion

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning. Successful inclusive provision at Thomlinson Junior School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Each lesson is scaffolded to support all levels of learners to ensure everyone is able to access music. Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2014) 'National curriculum in England: Music programme of study'

4. Roles and Responsibilities

Music Leader

- Raising the profile of Music for all stakeholders.
- Monitoring the standards of Music and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Music.
- Maintaining overall consistency in standards of Music across the school.
- Reporting on Music to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with new initiatives.
- Creating Action Plans for Music and supporting a long-term vision which feeds into the whole school development plan.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Music curriculum and developing it as needed.

5. Curriculum

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

We endeavour to ensure that children have the opportunity to learn instruments, such as the piano and guitar in peripatetic sessions throughout the academic year.

During the course of the year, pupils have the opportunity to perform with our school choirs at local community, county and national events e.g. Young Voices at Manchester Arena and the Wigton Town Carol Service.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE. Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, classroom routines and special celebrations.

Key Stage 2 Outcomes

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music

6. Feedback and assessment

Feedback will be verbal and based on the ideas, techniques, exploration and skills developed during the music lessons. Pupils will also be taught how to self-evaluate and reflect their work and progress. Progress will be assessed against key skills.

Resources

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources.

Musical resources will be stored in the Music Room.

Musical equipment and resources will be easily accessible to pupils during lessons.

The subject leader will undertake an audit of musical equipment and resources on an annual basis.

7. Monitoring and Evaluation

Monitoring standards of teaching and learning within Music is the primary responsibility of the Music Leader.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.

- Reflective teacher feedback.
- Learning environment monitoring.

Evaluation and Feedback will be achieved through:

- Using recognised standards documentation for end-of-year expectations.
- Written feedback on evaluation of monitoring activities to be provided by the Music Leader in a timely manner.
- Feedback on whole school areas of development in regard to Music to be fed back through insets/staff meetings.

8. Health and Safety

Thomlinson Junior School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Updated: October 2024

Next review: October 2025